

**Improvement  
Through self-  
evaluation 1.1**

<p>What data/evidence informs this priority</p> <p><b>Aberdeenshire Council Priority</b></p>	<p><b>Outcomes (Details Targets, %age etc. 19/20, 20/21 ,21/22</b></p>	<p><b>Intervention(s)</b></p>	<p><b>Expected Impact</b></p>	<p><b>Measures (what ongoing information will demonstrate progress(qualitative, quantitative -short, medium, long term data))</b></p>	<p><b>Actual impact</b></p>
<p>Focus on Analysis and Evaluation of intelligence and data.</p> <p>Closing the attainment gap.</p>	<p>New data will be added to the school tracking and monitoring system e.g. SNSA results and Sumdog results (initially in numeracy) helping to support teacher professional judgement in providing appropriate support &amp; challenge in learning.</p> <p>Sumdog spelling &amp; reading also to be introduced.</p>	<p>Initial set up of the tracking system using an easily understood key.</p> <p>Full discussion of data with staff during tracking meetings empowering staff to take greater responsibility for recording data. (Whilst also considering attendance, inclusion/exclusion, engagement (in every lesson and beyond school) and participation.)</p> <p>Staff to consider how to report to parents on participation and engagement levels.</p> <p>SFL teacher in collaboration with class teachers to measure impact on targeted</p>	<p>Triangulation of evidence allowing for attainment data to better reflect learners' abilities and therefore provide greater support and challenge in learning.</p> <p>Greater accuracy in reporting on progress and attainment. (Including at times of transition.)</p>	<p>Lowest 20% of learners clearly identified in terms of literacy, numeracy and health and well-being and progress measured termly.</p> <p>PEF funded PSA time directed to support lowest 20%. (See PEF plan.)</p> <p>Progress will be measured through Sumdog data.</p>	

groups/individuals on a termly basis.

Providing new I pads.

Timetabling of I pad time.

Continue to implement RRSA (in line with Wee HGiOS) features of highly effective practice in creating a culture for meaningful learner participation in self-evaluation and school improvement.

**Improving Learning, Teaching and Assessment**

<p>What data/evidence informs this priority</p> <p><b>Aberdeenshire Priority</b></p>	<p>Outcomes (Details Targets, %age etc. 19/20, 20/21 ,21/22</p>	<p>Intervention(s)</p>	<p>Expected Impact</p>	<p>Measures (what ongoing information will demonstrate progress(qualitative, quantitative -short, medium, long term data))</p>	<p>Actual impact</p>
<p>Raising Attainment Closing the Gap</p> <p>Literacy – Spelling (Mrs Anderson to lead)</p> <p>Numeracy (Mrs Taylor to lead)</p>	<p>Whole school. Improved spelling ability for all children using our updated spelling planning and progression.</p> <p>Whole school. Improved attainment in numeracy for all children continuing to use Sumdog resource and through adopting new learning and teaching strategies based on Maths Mastery techniques.</p>	<p>Communication with parents.</p> <p>Sumdog spelling to be introduced in all classes – perhaps homework element to be used.</p> <p>Peer coaching.</p> <p>Sumdog maths to be extended across whole school.</p> <p>Mrs Taylor to share/train staff in use of maths mastery techniques and resources.</p> <p>New resources to be purchased as identified by staff.</p>	<p>Raised attainment in spelling.</p> <p>Greater parental engagement with their children’s learning.</p> <p>Raised attainment in numeracy.</p> <p>Greater parental engagement with their children’s learning.</p>	<p>Single word spelling test at start and end of session to measure impact.</p> <p>Sumdog tracker will demonstrate improvement.</p> <p>SNSA will demonstrate improvement.</p> <p>Sumdog tracker will demonstrate improvement.</p> <p>SNSA will demonstrate improvement.</p>	

		<p>Management of I pads Timetabling.</p> <p>Peer coaching.</p>			
<p>Quality Assurance &amp; Moderation</p> <p>Education Scotland National Improvement Framework priority to increase professional teacher efficacy</p>	<p>Develop understanding for all teaching staff on the National Improvement Framework priority; Assessing Children's Progress</p> <p>Holistic Assessment introduction</p> <p>School moderation activities for planned learning using Experiences/Outcomes and Aberdeenshire Benchmarks; Learning Intensions &amp; Success Criteria.</p> <p>Shared understanding of what constitutes 'Achievement of a level</p>	<p><b>Holistic Assessment</b> What it is, Why there is a need for it, analysing successful holistic assessment, creating holistic assessments</p> <p><b>Moderation</b> Creating a common understanding of attainment of a level Evaluating plans, evaluations, assessments, portfolio of evidence</p> <p><b>Achievement of a Level</b> Creation of portfolios of evidence to support professional discussion around whether a pupil has achieved the desired level.</p>	<p>To create a consistent approach across the Kemnay PS to ensure effective assessment strategies are used to better improve the planning for learning and teaching.</p> <p>To create effective moderation events to enhance understanding and create shared standards and expectations across Kemnay PS.</p> <p>To develop a culture of evidence based approach to determining when a pupil has achieved a level.</p>	<p>Holistic Assessments in literacy</p> <p>Moderation feedback</p> <p>Collegiate development work on any common themes identified from feedback</p> <p>Achievement of a level portfolios</p>	

## Health and Wellbeing

What data/evidence informs this priority	Outcomes (Details Targets, %age etc. 19/20, 20/21, 21/22	Intervention(s)	Expected Impact	Measures (what ongoing information will demonstrate progress(qualitative, quantitative -short, medium, long term data))	Actual impact
<p>Positive impact from (18/19 session) children who attended Ms Barclay's session in the Rainbow Room</p> <p>Increase in reports and incidents relating to children's anxiety and mental health. These reports come from class teachers' observations and through discussions with parents.</p> <p>Leuven Scale questionnaire results.</p>	<p>Target groups and individuals across the school.</p>	<p>Develop and embed nurture principles throughout school not just within Rainbow Room.</p> <p>Strive to develop better relationships throughout school. e.g. review House Captain roles and the House Points system.</p> <p>Make links with RRSA.</p> <ul style="list-style-type: none"> <li>Achieved Bronze and working towards Silver. Questionnaire completed and, evidence gathered. Current action plan in place.</li> </ul> <p>Input for staff and parents from Educational</p>	<p>Improvement of Health and Wellbeing of our pupils.</p> <p>Improvement in positive social interaction between pupils and with staff members throughout the school.</p> <p>Reduction in low level disruptions in the classroom and playground.</p> <p>Parents feeling better equipped to handle their children's behaviours because of input from E.P</p>	<p>Revisit Leuven Scale.</p> <p>Relationships across the school community are very positive and supportive. All staff and partners are proactive in promoting positive relationships in the classroom, playground and wider learning community.</p> <p>The whole learning community has a shared understanding of wellbeing and the children's rights.</p> <p>Use of wellbeing indicators as an integral feature of school life.</p>	

		Psychologist using emotion coaching. Continued work from Ms Barclay with targeted individuals and small groups. Use of PEF.			
--	--	---	--	--	--

## Reporting

What data/evidence informs this priority	Outcomes (Details Targets, %age etc. 19/20, 20/21 ,21/22	Intervention(s)	Expected Impact	Measures (what ongoing information will demonstrate progress(qualitative, quantitative -short, medium, long term data))	Actual impact
<p>Reporting procedures to be reviewed and updated in order to reduce workload as per local and national priority.</p>	<p>Whole school involvement. To consider introducing in Nursery.</p>	<p>Miss Addison to train staff and pupils in the use of seesaw reporting following on from successful trial in 2 classes last year.</p> <p>Communication with parents - information evening/written communication.</p> <p>Parental permissions.</p> <p>Management/timetabling of I pads/new I pads?</p> <p>New Headphones.</p> <p>End of year summary report to be written in collaboration with staff, pupils and parents.</p>	<p>Regular reporting to parents on progress and achievement across the year.</p> <p>Improved parental engagement in their children's learning.</p> <p>Empowerment of children in profiling their latest and best work.</p> <p>Reduction in workload e.g. during one jotter week and reduction/removal of termly class letters being written.</p>	<p>Feedback from staff, pupils and parents. (Miss Addison to lead.) Questionnaire?</p>	

--	--	--	--	--	--

Other – Review and update of school policies?



